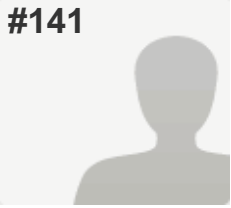


#141

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Wednesday, July 13, 2016 11:02:33 AM**Last Modified:** Tuesday, August 30, 2016 2:19:51 PM**Time Spent:** Over a month**IP Address:** 66.207.26.190

## PAGE 2

<b>Q1: Name of School District:</b>	Muscatine Community School District
<b>Q2: Name of Superintendent</b>	Dr. Jerry Riibe
<b>Q3: Person Completing this Report</b>	Julie Cook

## PAGE 3

**Q4: 1a.Local TLC Goal**

We will attract and retain able and promising new teachers to our district by offering competitive starting salaries, high-quality professional development, and rewarding career leadership opportunities.

**Q5: 1b. To what extent has this goalbeen met?**

(no label)

Mostly Met

**Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

Year One and Year Two Beginning Educator responded to whether or not they would likely return to the teaching profession next year:

0% Not likely to return to the profession  
5% Somewhat likely to return to the profession:  
10% Most likely to return to the profession:  
84% Definitely return to the profession:

Based on the results, the majority indicated they would be returning to teaching the next following year.

Of the Year 1 and Year 2 Beginning Educators 92% of the teachers remained in the teaching profession at Muscatine Community School District.

Of those that left, all but one remained in the teaching profession but took another teaching position in another district.

Beginning educators receive professional development opportunities from Teacher Quality and district:  
K-5 Beginning teacher opportunities included 95% foundation skill training, LETRS training, Journey's training, GRR, Growth Mindset, 6-minute, and Math Best Practices for a Engaged New York curriculum.  
6th - 12th - Math Best Practices for a Engaged New York curriculum, RCD curriculum model training and content writing, Growth Mindset, GRR.  
9th - 12th - Math Best Practices for a Engaged New York curriculum, RCD curriculum model training and content writing, Growth Mindset and ASPIRE training.  
K-12 - PLC training, data teams, QTEL training and implementation for ELL.

The TLC grant does not allow leadership opportunities for Year 1 and 2 Beginning Educators but the district provided opportunities curriculum committees and PLC's.

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**Q7: 2a. Local TLC Goal**

We will promote collaboration by developing and supporting opportunities to learn from each other in the district and across the state and will maintain a results-oriented focus on learning.

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**Q8: 2b. To what extent has this goal been met?**

(no label)

Mostly Met

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**Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

The district has 2 long-term focuses on learning - Professional Learning Communities and Guaranteed and Viable Curriculum.

The district utilized the TLC grant participants in order to make sure that the district focus was clearly articulated to all stakeholders. The district used the PLC collaboration model and data teams framework to maintain a results oriented focus on learning. All professional development and training had to meet those focus areas.

The district promoted collaboration between the Instructional Coaches and Model teachers by providing four days of Jim Knight High Impact Instruction training to Model Teachers in the Summer of 2015. This year the model teachers were required to co-teach, model or mentor using the summer training. Training included:

Growth Mindset  
Classroom Management  
Differentiated Instruction  
Voice  
Various Options to attend

The district promoted collaboration between and among the Instructional coaches through a districtwide train-the-trainer model. A tight-loose model was created to make sure that the district focus was implemented with fidelity yet recognized the specific needs of each building and/or content area. Training included:

QTEL learning PSST- All K-12 staff  
95% learning - K-3 all district teachers  
Best practices and studio days- 4-12 math teachers

## Impact of TLC Plan - 2015-2016

Best practices and state days - 12 math teachers  
Data team training-5 elementary buildings  
Professional Learning Communities-all buildings  
Classroom Visits- 60% of all elementary buildings  
Co-teaching and modeling lessons  
LETRS-all K-2 staff  
Model Teacher Professional Learning with Jim Knight, Learning Maps  
MAP Assessment Analysis Training-  
Daily 5-all elementary teachers  
Daily 3-4-5 math teachers  
Differentiation Training  
Marzano Vocabulary Professional Learning-all teachers k-12  
Explicit Instruction with Anita Archer-25  
GRR, Gradual Release of Responsibility  
SBG Standard Based Grading

To continue with this long-term focus the following training will be emphasized in the 2016-2017 school year.

Math Best Practices for k-3 teachers  
ENGAGE curriculum for k-3  
New ELA curriculum for k-5  
6th -12th NGSS Science and Engineering Standards and Practices

K-5 FAST data, ITBS and MAP are used to measure the short-term results of our professional development and district focus.

6th - 8th ITBS and MAP are used to measure the short-term results of our professional development and district focus.

9th - 12th ITBS, ASPIRE and ACT for 11th graders are used to measure the short-term results of our professional development and district focus.

### Added Information:

Movement on PLC continuum of implementation: The district will continue to move the PLC process on the continuum by increasing the number of days teachers collaborate from once a week to two to three times a week starting 2016-2107. The district decided that instead of having district days each week they would provide teachers with an additional day and provide district days once a month with extended day option as indicated in teacher contract obligations.

Walk-through data: Walk through data was used to analyze progress throughout the year and determine next steps in buildings. The Building Leadership Teams collected, sorted, analyzed, and determined next steps in buildings. This data indicated a need for more technology and effective questioning into the classrooms and a goal was set for them to increase for the 2016-2017 school year with this data point being baseline (see email or google doc for walk through chart).

Percentage of teachers and administrators who report that collaboration structures improved culture/climate: We did not collect data on the percentage of teachers and administrators who reported that collaboration structures improved culture and climate. A survey was not provided at the end of the year but will be put into place for 2016-2017 school year instead.

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### Q10: 3a.Local TLC Goal

We will reward effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.

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### Q11: 3b. To what extent has this goalbeen met?

(no label)

Mostly Met

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**Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

2014-2015

Model Teachers - 51 (5 extra contract days \$2000)

Model Teacher & Mentors (5 extra contract days for \$2000 + \$1000)

Instructional Coaches - 15

Curriculum and Professional Development Leaders - 2 (1st semester), 5 (2nd semester)

SBRC Support (12 members \$500/ea)

2015-2016

Model Teachers - 64 (5 extra contract days for \$2000)

Model Teacher & Mentors (5 extra contract days for \$2000 + \$1000)

Instructional Coaches - 17 (10 extra contract days \$7000)

Curriculum and Professional Development Leaders - 7 (15 extra days for \$12,000)

SBRC Support (12 members \$500/ea)

2016-2017

Model Teachers - 84 (2 extra days for \$2000)

Instructional Coaches - 18 (10 extra contract days \$7000)

Curriculum and Professional Development Leaders - 3 (15 extra days for \$12,000)

SBRC Support -2 @ curriculum stipend.

Total of 25% teacher leadership participation in the TLC Grant. Expectation will be met as a result.

Peer Review Results and increase job satisfaction data was not gathered this year. Most of those who left retired so the district was pleased with the number of people who stayed in the district.

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**Q13: 4a. Local TLC Goal**

We will transform the leadership and influence in the education system to broaden teacher impact on student achievement and long term success.

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**Q14: 4b. To what extent has this goal been met?**

(no label)

Somewhat Met

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**Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

The district has 2 long-term focuses on learning - Professional Learning Communities and Guaranteed and Viable Curriculum.

The district utilized the TLC grant participants in order to make sure that the district focus was clearly articulated to all stakeholders. The district used the PLC collaboration model and data teams framework to maintain a results oriented focus on learning. All professional development and training had to meet those focus areas. We will be using the Iowa Core Standards.

9th grade failure rate;

9th grade course failures have dropped by 50% • Overall MHS course failures have dropped by 54% • The number of individual 9th grade students with failures has been reduced by 45% • The number of individual MHS students with failures has been reduced by 35%

ACT: (see google doc or email for specific data information)

Student scores indicate there is an increase in reading and math. The switch from MAP to Aspire assessment in reading and math was implemented starting in 2014 which provided the data needed to target skill deficits. All students will be moving from MAP to Aspire starting 2016-2017 school year which will bring consistent data across the district to analyze and make informative decisions.

IC's averaged worked with 57% of the teacher population for the 2015-2016 which was an increase from last year where teachers reported between 25- 50% of the teacher population. CPDL's and IC's worked with 100% of the teacher population in the area of professional development in 2015-2016 school year.

Kindergarten Readiness Data:

ALL Kindergarten: Fall- 49.72% at Benchmark; Winter- 70.96% at Benchmark; Spring- 71.58% at Benchmark

K students that attended a Statewide Voluntary Preschool Program (fall data): 58% at Benchmark

K students that did NOT attend a Statewide Voluntary Preschool Program (fall data): 31% at Benchmark

We did not collect data in 2015-2016 on the following: Focus Group Interviews, Likert Scale Surveys, and IPI data. This was due to the change of administration and the data typically collected at the end of the year was not gathered as plan. Future plans to gather this data will be decided prior to the end of the 2016-2017 school year.

State Assessment Data is also provided in Goal 5 of TLC Grant.

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**PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.**

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**Q16: 5a. Local TLC Goal**

We will increase the capacity of teachers and principals to align curriculum, instruction, assessment, and reporting of learning and will ensure PK-12 curriculum alignment to the Iowa Core.

**Q17: 5b. To what extent has this goal been met?**

(no label)

Mostly Met

**Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

The district has 2 long-term focuses on learning - Professional Learning Communities and Guaranteed and Viable Curriculum.

The district utilized the TLC grant participants to increase the capacity of teachers and principals to align curriculum, instruction, assessment, and reporting of learning and to ensure PK-12 curriculum alignment to the Iowa Core. All professional development and training, besides PLC, was focused on GVC. The district used the Iowa Core Standards to identify the priority and supporting standards for each content area.

District focused curriculum, instruction, and assessment work:

K-5 ELA Iowa Core is met by Journeys curriculum and identifying the 'tight/loose' model. The Ainsworth model will

## Impact of TLC Plan - 2015-2016

continue with Journeys by identifying the priority standards, supporting standards, I CAN statements, Essential learning and formative assessments.

K-5 teachers learned 95% foundation skills and LETRS training (instructional techniques) to embed explicit instruction. K-5 teachers learned QTEL (ELL) strategies to help implement the ELA curriculum and support EL students with strategies such as Cooperative learning, oral development, vocabulary and effective questioning. This was done using Instructional coaches.

6th - 8th ELA Iowa Core is met using the Ainsworth model. The teachers identified the priority standards, supporting standards, I CAN statements, Essential learning and formative assessments.

6th - 8th teachers learned QTEL (ELL) strategies to help implement the ELA curriculum and support EL students with strategies such as Cooperative learning, oral development, vocabulary and effective questioning. This was done using department chairs and Instructional Coaches.

9th - 12th ELA Iowa Core is met using the Ainsworth model. The teachers identified the priority standards, supporting standards, I CAN statements, Essential learning and formative assessments.

9th - 12th teachers learned QTEL (ELL) strategies to help implement the ELA curriculum and support EL students with strategies such as Cooperative learning, oral development, vocabulary and effective questioning. This was done with department chairs and instructional Coaches.

K-12 Math curriculum will be met by adopting Engaged New York curriculum (Common Core).

All K-12 math teachers have been trained on Best Practices for Math. They will continue working with the AEA to do quarterly math studios (teachers collaborating and a teacher modeling for other teachers) and data snaps to keep instructional practices tight among all teachers.

K-12 math Data snaps give the district data on student use of strategies and effectiveness of strategies.

The district will continue to align curriculum horizontally and vertically K-12 so that there are no gaps or redundancies.

PLC teams k-12 are done daily with a district embedded timeframe - 50 minutes for K-5 and 30 minutes for 6th - 12.

The focus is on instruction, curriculum and assessment.

Standards based reporting K-12 of content standards was implemented using a 4 point proficiency scale for all areas.

K-5 report cards reflect the standards whereas other levels use grading A-F.

### STATE ASSESSMENT DATA

Iowa Assessment Scores:

Grade 3-5

Reading: 68.8

Math: 76.7

Science: 75.7

Grade 6-8

Reading: 71

Math: 67.4

Science: 70.7

Grade 9-11

Reading: 75.6

Math: 72.9

Science: 70.9

Iowa Assessment data indicates the need to continue to focus on reading and math in comparison to Iowa Proficiency scores. The increase in standards based curriculum may be the primary reason for the stagnant of scores on Iowa Assessments. Either way, the district needs to focus on the improvement of reading and math proficiency.

### MAP Data

3rd Grade Reading: 68.2

3rd Grade Math: 46.4

8th Grade Reading: 65

8th Grade Math: 32.8

FAST Spring Data Growth Increase:

Kindergarten 71.58% +21.86%

First 65.83% +23.61%

Second 61.92% +12.92%

Third 59.57% +11.04%

Fourth 69.29% +9.54%

Fifth 66.75% +8.70%

## Impact of TLC Plan - 2015-2016

Data Indicates the following need of focus for 2016-2017:

Consistent measurement of data for K-12. MAP data will not be used K-8. Instead, Aspire Data will be used K-12 for assessment of learning and reporting.

FAST Data was used to drive decision making with MTSS and results indicate the focus improved overall student achievement as a result.

Focus needs to continue to be on increasing reading and math scores K-12.

Increase professional development in reading and math K-12 using PLC and Data Teams framework.

ELA and Math will be completed at the end of the 2016-17 school year with Science and Social studies writing and implementation on-going. The district needs to:

Continue to align curriculum horizontally and vertically K-12

Implemented 95% phonics and phonological awareness instruction within tier 1 core curriculum as well as tier 2&3 instruction for grade k-3, 100% of students made growth on phonics and phonological awareness skills.

100% of model teachers participated in professional learning opportunities.

Data team training was given and implementation for 10 out of 12 buildings. It is the goal to have all buildings trained by 2016-2017.

100% of K-12 staff received QTEL instructional strategies.

Math Best Practices and Studio Model for 4-12 Math

Walk Through data was collected as a building rather than as a district. Each building set their own goals based on the district data from 2014-2015. District Walk Through data was not collected in 2015-2016 as a result. A different form of Walk Through data collection will be reviewed for the 2016-2017 to ensure the district has a more efficient reporting method.

Common Assessments: (see google doc or email for example)

Common Assessments were gathered at each grade level to be analyzed during PLC. Each grade level created a spreadsheet for data collection tool. The results at each level was a decrease of D's and F's in the district as a result of the common assessments gathered, analyzed, and responding to the results during PLC's. The example above shows the spreadsheet format using a proficiency scale rather than grades that were converted into grades once proficiency was met. Red and yellow indicate below proficiency (D's and F's) and green indicated proficiency (C's and B's) and green for above proficiency (A's). As indicated, all student started at either red or yellow and quickly moved up to green and more yellow after proper instructional strategies were put into place. As a result of close monitoring, a decrease of 22.44% with below proficiency scores on Common Assessments occurred in the 2015-2016 school year.

<b>Q19: 6a. Local TLC Goal</b>	<i>Respondent skipped this question</i>
<b>Q20: 6b. To what extent has this goal been met?</b>	<i>Respondent skipped this question</i>
<b>Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)</b>	<i>Respondent skipped this question</i>

**Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.**

Muscatine Community School District will be focusing more on Math Instruction K-12. The data shows that Reading scores are increasing across the district but decreasing in Math. Due to the amount of emphasis on Reading in the last several years, the district wants to focus more on Math Best Practices using Engaged New Year K-12 to increase student achievement. Instructional Coaches, Professional Development Leaders, and classroom teachers were trained in Math Best Practices K-12 in June 2016 so implementation will be ready in the fall. The district would also like to require all beginning educators and new to the district teachers complete coaching cycles throughout the year to ensure quality instruction. All new teachers will also be sent to training regarding PLC's so that strong PLC's will maintain as a focus for the district moving forward.

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**Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.**

Instructional Coaches are actively engaged in coaching cycles throughout the year rather than periodically as done in the first year of TLC implementation.

We made our 25% of teachers in leadership roles due to the increase of applicants that have a desired interest and number of teachers qualified for such positions.

Schools within the district are noticing an increase in student data and performance since the implementation of TLC.

Teachers are noticing an increase on student scores after one year of implementing strong PLC's and Data Teams.

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**Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:**

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.